Tools Coaching and Fidelity

Tier 1 – Abilities, LLC.

Training Objectives

- Overview of coaching and fidelity
- How to teach others to implement the Tools of Choice by effectively coaching
- Review of forms used
- Practice Process
- Review of data collected
- Questions and Answers

What is a Coach?

This may seem like a silly question, but it is important to remember the true definition:

A coach is a person who supports a learner in achieving a specific personal or professional goal, someone who gives instruction.

Who in your agency is a coach?

A Little Bit More About Coaches

- The coaches in your agency should always create a supportive environment for learning.
- They should be encouraging and helpful at applying new skills with fidelity.
- Feedback should always be given in a positive, productive way
- They should develop confidence in every person
- Set expectations early on
- Use the Tools of Choice at all times, and have a deep understanding of the practices
- Develop leaders/ mentors

What is a Mentor?

- A person who models, teaches, motivates the correct way in doing things
- Gives advice and direction
- Earns respect
- Fixes problems collaboratively
- Asks questions
- Inspires and develops people

Coaching VS. Mentoring

- Task Oriented
- Short Term
- Performance Driven
- Does Not Require Design

- Relationship Oriented
- Long Term
- Development Driven
- Requires a Design Phase

What is Fidelity?

Fidelity is:

Faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support.

- Accuracy in reporting detail
- Exactness
- Implemented as written, told

If we do not coach Tools to fidelity, then what?

- We take the risk of changing what Tools is meant for, and losing the why.
- Important elements may not be implemented as they were intended.
- The individuals we support quality of life may be impacted.
- EMT rates may rise.
- Time and money are lost in training staff.
- Agency moral drops
- The knowledge of the Tools of Choice material decreases

So, how do we do this thing called coaching?

- Ensure that the individuals we choose to be coaches have a very clear understanding of the Tools of Choice, and use it in their daily life.
  - They must **truly** believe in the Tools of Choice
- Coaches must be able to teach, model, and motivate in different ways to fit the person they are teaching to.
- Must be able to give room for growth and maintain a positive and encouraging relationship.

Reinforce, Reinforce, Reinforce

- As we know, positive reinforcement is powerful

- The more coaches reward efforts the more improvement we will see out of our staff

Requirements of a Coach?

○ Must have had the 18 hour Tools of Choice class.

○ Demonstrate Fidelity

○ Kind and Caring all the time

○ Understand the steps of all the Tools, fluent in Tools language without materials or prompts

○ Able to collect accurate data using the fidelity check forms

○ Able to explain clearly how the use of Tools can change the outcome of undesirable behaviors, serious behaviors, event reports, junk, etc.

How This May Look in an Agency Setting

- We currently have a Training Coordinator whose sole responsibility is to complete observations, model, role-play, give feedback, and debrief with all staff that have newly completed tools, staff whom took tools awhile ago and need a refresher, and even new staff.

- Our Training Coordinator acts as the coach and mentor for each home, and is developing a group of lead staff that will act as mentors when the Training Coordinator is not in the home.

- The Training Coordinator will soon have a team developed that will help coach Tools to fidelity across the agency

What steps does the Training Coordinator take to began the coaching process?

- The Training Coordinator (TC) spends 12-20 hours in the home observing staff and individual interactions.

- The TC takes notes and records SCC interactions on each staff in the home.

- The TC meets with the Assistant Director, Director, and Owner to develop a "game plan."

  - Who needs the most help?

  - What are the home's strengths and weaknesses?

  - What concerns or problems are very specific to that particular home?

Then what?

- The TC begins shadowing support staff in the home.

- One-to-one meetings are scheduled with the TC for staff who may need more help than others.

- The TC encourages SCC interactions – this may be by suggesting games, asking open ended questions, doing activities together, etc.

- When and if a crisis occurs, the TC deescalates the situation using Tools of Choice. After the situation is calm and individual is engaged with another staff, the TC debriefs the support staff: What was the support staff great at? What could have been said or done differently? What will we try next time?

- The TC continues to meet weekly with the agency administrators to provide updates and progress notes.

- The turnover rate and terminations for the specific home are tracked.

When Tools is Coached to Fidelity…..

- There is an increase in the overall knowledge of the Tools of Choice
- EMT rates lower, with a few expected "behavior bursts"
- Agency Moral sky rockets
- Importantly – the individuals we support have a much higher quality of life!

How will you know if you are making progress?

- It is important to collect data about EMT's, turnover rates, termination reasons, etc.
- All of this information can guide your agency – where are the problems? What do we need to address first? Where are we making progress and how are we doing that?

TURNOVER RATES FOR ABILITIES, LLC

- 2013 – 167%
- 2014 – 70%
- 2015 – 65%
- 2016 – *year to date* – 40%

Approximates

EMT Data
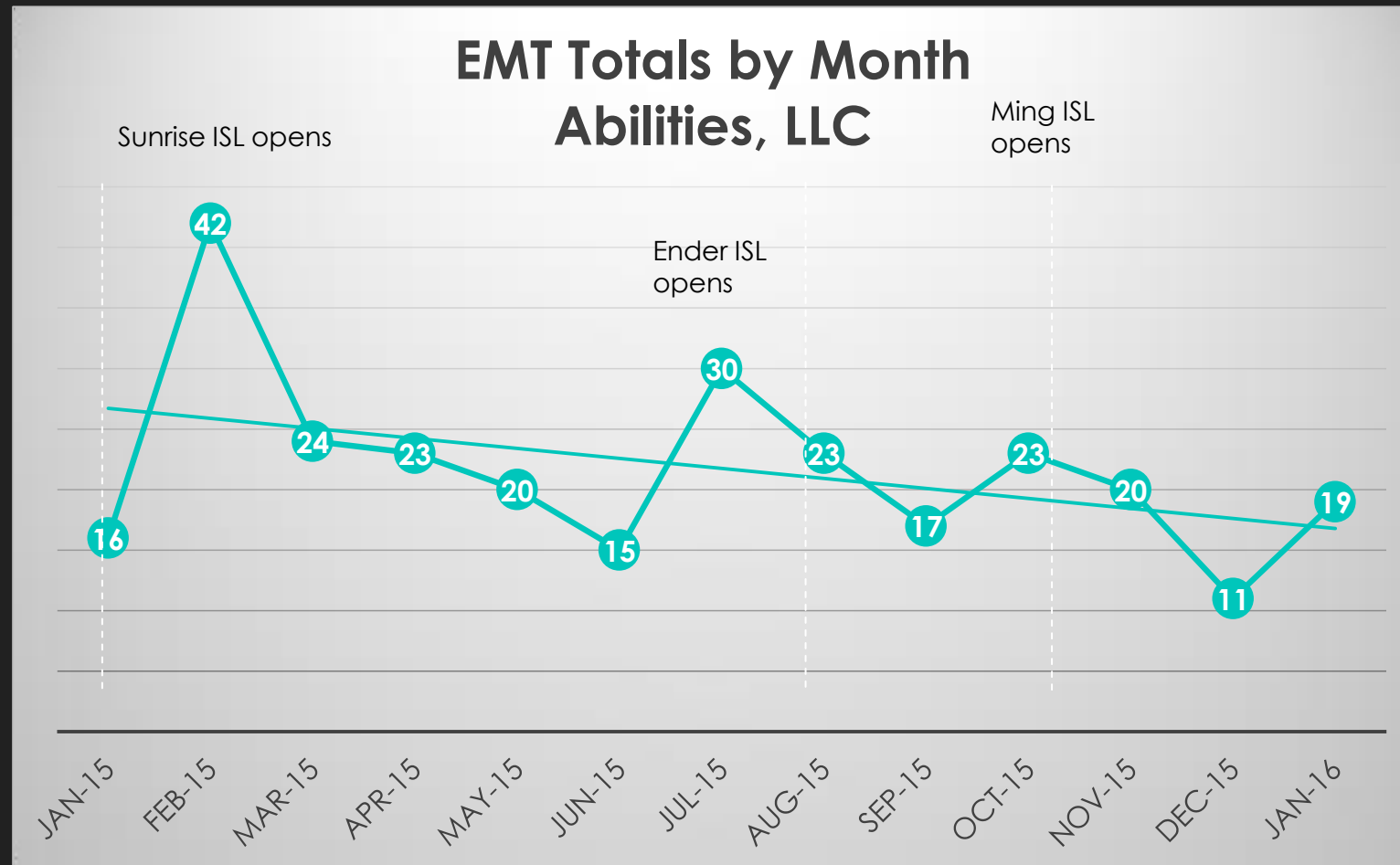
EMT Totals by Month
Abilities, LLC
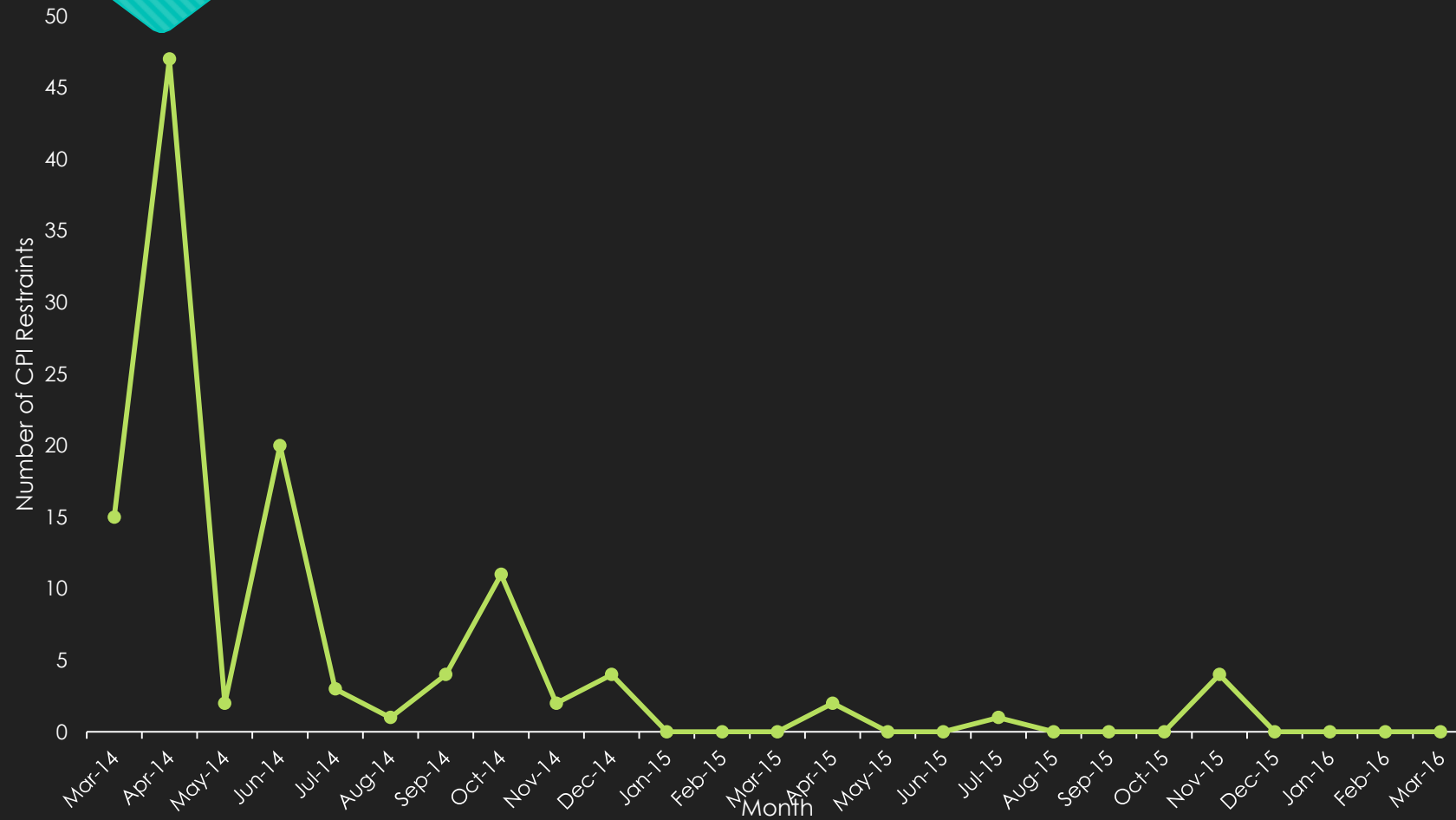
Perpetrator of Physical Altercations (J)
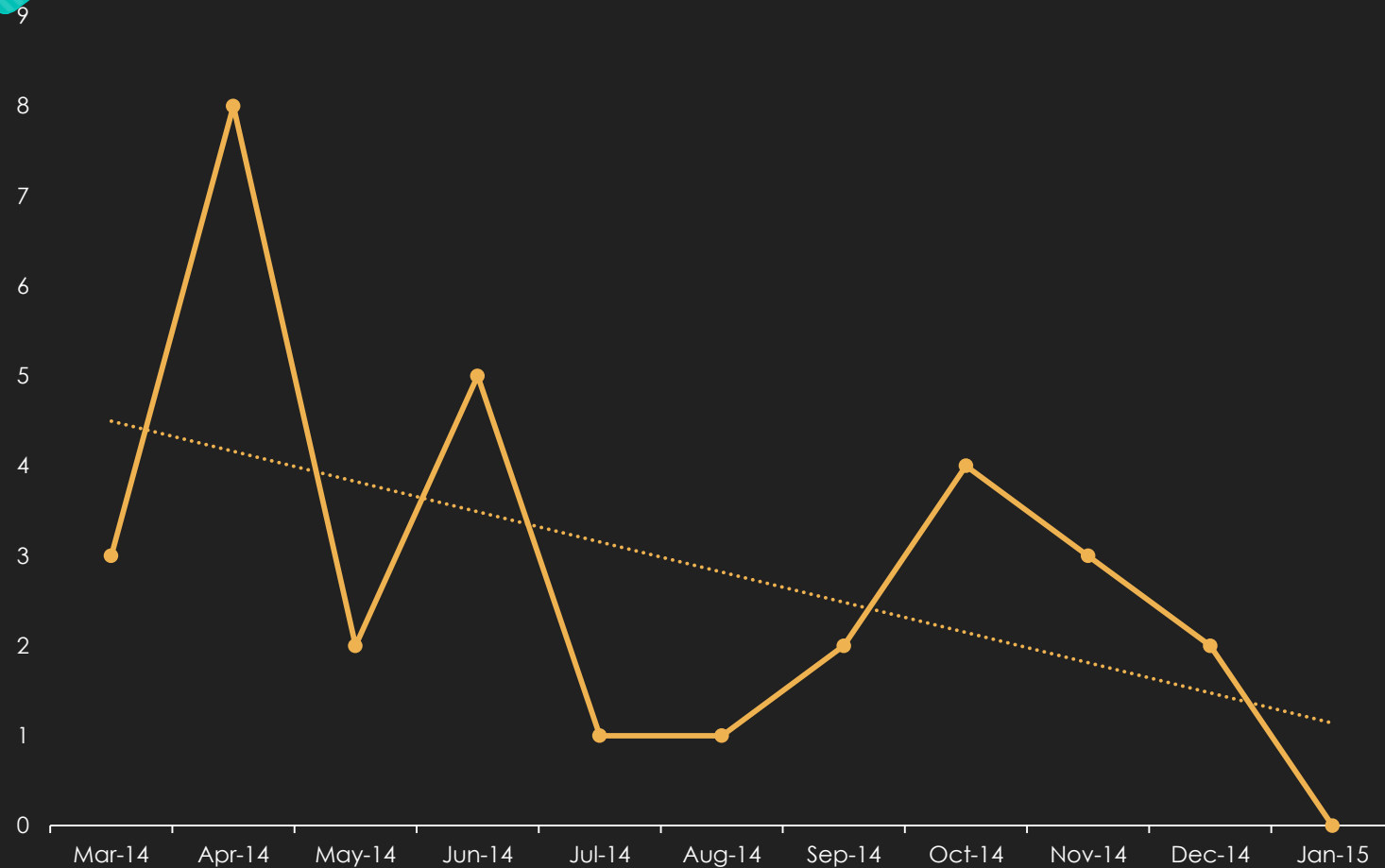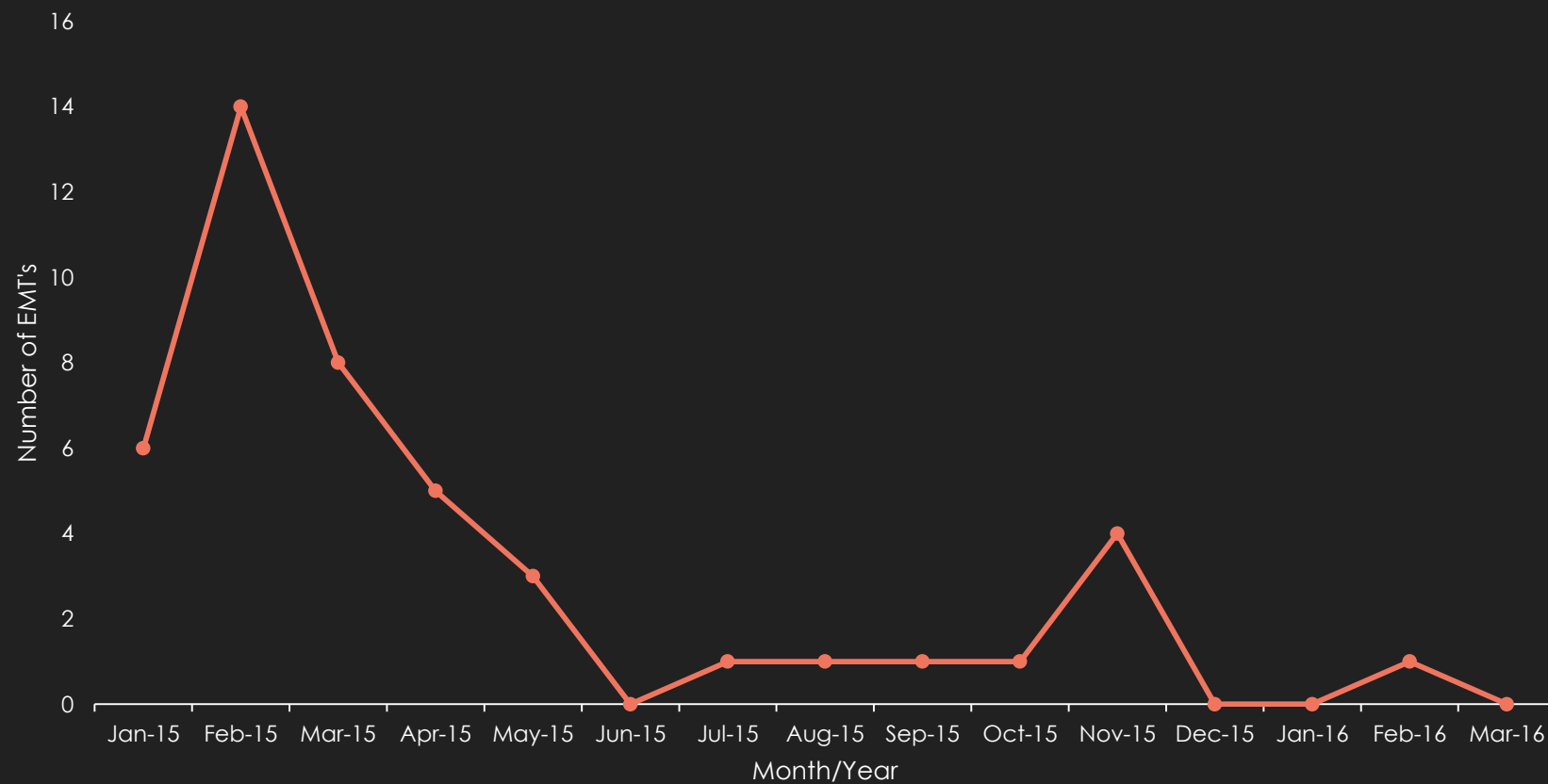
Forms To Help With Coaching

- Coaching Debriefing Form
- Coaching Forms
- On-Site Observation Forms
- Incident Review
- Modeling
- Role-Play Checklist
- Video Coaching

Examples of Coaching Debriefing Forms for Separate Tools Skills

PIVOT
Coaching Tool

Name_____Date_____

Using PIVOT

STEPS of Pivot:	
1. What junk behavior was occuring? Did you react to it with anything you said or tone of voice, facial expression or body language?	Describe the junk and your reaction:
2. What did you actively attend to... Another person? Who? Another activity? What? Same person, but something other than the junk behavior: What?	Describe what you did or said that showed your attention was on this other desirable or ok behavior:
3. Pivot back: reinforce desirable behavior of the person withing 10 seconds.	What was the ok or desired behavior you wanted to reinforce?
4. Repeat as much as necessary for as long as necessary.	How many times did you pivot during this session of junk behavior?
5. Stay cool, Avoid coercion.	How did this episode of junk behavior and pivot end? Any problems? Did you catch yourself starting to use coercions?
Any Thoughts, Comments or Questions:	

USE REINFORCEMENT
Coaching Tool

Name_____Date_____

Using REINFORCEMENT

STEPS of Use Reinforcement:	Describe what you did to fulfill each step.
1. Tell the person what behavior you liked if any doubt they will know:	What did you say, or why was it obvious?
2. Provide a consequence that matches the value of the behavior (Check any used) Praise Touch appropriate to situation Thing (Item) Privilege	What exactly did you say, do or give as reinforcement?
3. Use sincere and appropriate facial expressions, tone of voice and body language.	Describe what you did to fulfill this step: What position was your body in, were you smiling, laughing, etc.
4. Avoid reacting to junk behavior	What junk behavior did you get, if any?
5. Stay cool, Avoid coercion.	How did the person react to your reinforcement? Did you catch yourself starting to use coercions?
6. Make wure that the consequence you used is actually reinforcing.	What makes you think your reinforcement was actually reinforcing? Will you need time to determine this?
Any Thoughts, Comments or Questions:	

Coaching Forms

Coaching Forms

Tools Coaching Checklist
Session 1: About Behavior and Avoiding Coercion

Identified Agency Coach Name: ▭   Date: ▭

BRT Coach Name: ▭   Time: ▭

Location: ▭   Circumstances: Observed Naturally ☐ Observed Role Play ☐

Coaching Skills

	Observation # 1		Observation #2	
	Yes	No	Yes	No
➢ Recognized Use of Coercives				
1. Arguing				
2. Questioning				
3. Criticism				
4. Lecturing/Logic				
5. Despair				
6. Sarcasm/Teasing				
7. Force (Verbal/Physical)				
8. Threats				
9. Taking Away				
10. Talking about the person's undesirable behavior when present				
➢ Used positive/negative observation form and/or Tools TOOL for observation				
➢ Feedback				
▪ Corrective feedback for errors made				
▪ Positive reinforcement for correct steps				
▪ Caring/calm tone of voice and facial expressions, relaxed body language				
▪ Avoided using coercion				

Additional Feedback

☐ Reviewed information/observation with identified coach

_____   _____   _____   _____
Signature of Agency Coach   Date   Signature of BRT Coach   Date

On-Site Observation

Incident Review

EMT Scenario

This scenario is true, only (and only) the names have been changed to protect privacy. There are no spelling or grammar changes made throughout these scenarios. Kenny and Kendra are completely fictional and loosely based on the characters created for the cable show, "South Park".

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Staff was picking up consumers at Day Program. Staff got Kendra first. As Kendra was getting into the van, informed staff of incident that happened earlier in the day with Kenny. Kendra stated that (another individual) hit her with basketball in the chest. Staff asked if she was alright. Kendra stated that she was, but not wanting to deal with Kenny any time soon. Staff then positioned the van to get Kenny in van and seat belt on. Day Program staff informed ISL staff what had happened earlier that day. Kenny overheard, then got angry and started to cuss at Kendra. Kendra started to talk back to Kenny. Staff tried to calm both down. Kendra stopped, but Kenny kept on. Kenny stated that he didn't want to ride with Kendra, that he would walk home before he ride with her. Kenny proceeded to take off seat belt and got out of van. Staff tried to calm him down and asked him to put his seat belt back on. Kenny threw a punch at ISL staff and hit staff in chest. ISL staff stopped back asking Kenny to calm down. Kenny stood up and began to kick at staff. Kenny fell back in seat and started to punch ISL staff again in chest. ISL staff yelled for help to Day Program staff that was standing outside watching. Staff yelled twice. Day Program staff came to help Kenny calm down. Kenny got even more angry. He cussed at Kendra and ISL staff. Day Program staff took him as far as the rail going toward door to Day Program. Kenny had 5 Day Program staff around him to calm him down. Kenny was so angry that while he was cussing and yelling he was hanging onto rail, but pulling so hard that he loosened the rail. Kenny was not calming down. He stated that he was going to kill Kendra and stated how he was going to do it. Day Program staff continued to try to calm him. ISL staff waited to see if Kenny was calm, but no. ISL staff called house manager to inform what was going on and would probably be late returning home. House manager instructed ISL staff to call QDDP inform what was going on. ISL staff called twice, got answering machine. ISL staff waited for return call. ISL staff decided to call ISL house manager again. House manager suggested to call 911 and ask for the CIT officer who deals with behavior. ISL staff verified with Day Program staff. Day Program staff called 911 and took Kenny inside. ISL staff informed house manager bringing rest of consumers home.

****

What coercive do you notice? _____

_____

Were any reinforcers used? _____

_____

Was there an opportunity to Pivot? _____

_____

Open ended questions: _____

_____

Empathy statements: _____

_____

Encouragement: _____

_____

Some activities or coping skills to direct individual after individual has de-escalated:

_____

_____

Hypothesize Stay Close Random and or Stay Close Routine situations that would facilitate a Stay Close Hot NOT occurring:

_____

_____

_____

_____

_____

Incident Review

- What coercive do you notice?
- Were any reinforcers used?
- Was there an opportunity to Pivot?
- Identify potential open ended questions
- Identify possible empathy statements
- Identify encouragement statements
- Identify some activities or coping skills to direct individual after individual has de-escalated
- Hypothesize Stay Close Random and or Stay Close Routine situations that would facilitate a Stay Close Hot NOT occurring

Modeling Document

Tools of Choice: _____   Modeling Feedback

Name _____   Position/Title _____

Trainer _____   Training Dates _____

Modeler _____   Date/Time _____

Environment/location _____

# of persons served _____   # of persons w/ BSPs/USP _____   staffing ratio _____

_____ # of opportunities utilized by modeler:

Stay close (CRR-H):

Describe the Stay Close cues used as modeling opportunities:

_____

_____

_____

Open-ended questions, Empathy/emotion words, Encouragement statements:

_____

_____

_____

_____

_____

Pivot (junk behavior and pivot used):

_____

_____

_____

_____

_____

Tools of Choice: _____   Modeling Feedback

Reinforcement:

Set expectations (opportunity/empathy/expectations):

_____

_____

_____

Examples of staff's tool usage:

_____

_____

_____

Examples of opportunities staff could utilize/corresponding tool:

_____

_____

_____

Trainer feedback:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Role Play Checklist

Tools of Choice - Tool Fidelity

Pivot Checklist

Participant: _____ Date: _____ Instructor: _____

Step	Yes	No	n/a	Comments
1. Don't react to junk behavior. * (Tone, body, facial expression body language or words)"				
2. Use one or more of the Pivot Options:* (circle which one used) - Pivot to another person - Pivot to an activity - Pivot ON the person				
3. Unless you used Pivot ON the person; After (10 seconds of) junk stopping, provide reinforcement for desirable or just okay behavior. *				
4. Repeat as much as necessary for as long as necessary.*				
5. Stay cool, Avoid using Coercion.				

Video Coaching Worksheet

Video Coaching Strategy Worksheet

You will be viewing a video clip(s). You will be using all of your TOOLS training during this viewing.

View the clip(s) and be prepared to participate in group discussion over the questions below.

What coercive do you notice? _____
_____

Were any reinforcers used? _____
_____

Was there an opportunity to Pivot? _____
_____

Open ended questions: _____
_____

Empathy statements: _____
_____

Encouragement: _____
_____

Some activities or coping skills to direct individual after individual has de-escalated:
_____
_____

Hypothesize Stay Close Random and or Stay Close Routine situations that would facilitate a Stay Close Hot NOT occurring:

_____
_____
_____
_____

Take the COACHING Plunge!

○ What do you have to lose… other than time, money, and employees?!

○ Our Director estimates that we have saved nearly $300,000 in hiring, interviewing, orientating, and overhead/materials cost by reducing our turnover rate.

○ Staff retention is increasing – 25%+ of our Direct Support employees have been with us for more than 1 year (this is up from approximately 15% one year ago)